Experienced Teachers' Institute (FY 2010-2011)
Strategies for the Struggling Reader: Diagnostics to Instruction

Lesson Plan Template

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Program/County: Pike	Director: Judith Branham

Title: Fact /Opinion	Content area: Reading
Length of lesson: 45 minutes	NRS Level (s): 2-3
Standard(s)	

Lesson Objectives Use words like "recall," "define," "explain," "demonstrate," "predict," "compare," "contrast, "revise." Refer to Bloom's taxonomy	At the end of this lesson, students will be able to: 1. Identify the following terms: fact, opinion, verify, misinformation, media 2. Explain the differences between fact and opinion 3. Distinguish between fact/opinion by recognizing key words in text 4. Organize sentences in a graphic organizer to determine fact or opinion

Assessing mastery of the objectives	I will know that the lesson has been effective when my students can answer the following essential questions: 1. What is a fact? 2. What is an opinion? 3. What words can I ask myself to determine if it is a fact? 4. What are some key words to look for in determining whether sentences are either fact or opinion?	The means of assessment and check for understanding will be: 1. Matching vocabulary with definitions 2. Graphic Organizer 3. Listing facts 4. Listing opinions

Pre-teaching	• How will I introduce the objectives? • How I will make a connection between the content and my students and engage? • How I will draw on prior knowledge? • How will I provide purpose for using the strategy and reading the selected text?	1. Show book with picture of plant, asking what kind of plant it is. Is it hot or cold where this plant is growing? Answers to these questions are facts –they can be proven. 2. Facts are statements that can be proven to be either true or false. 3. Facts are sometimes called details. 4. Define the terms: fact and opinion 5. Students will construct a list of facts and opinions relating to themselves. 6. Instructor will read aloud a passage and go over key words in finding factual information, such as: who, what, when, where, how much, and how many. 7. Instructor will introduce vocabulary words: fact, opinion, verify, media, and misinformation. 8. Instructor will provide misinformation by showing newspaper articles containing misinformation.

Teaching	Instruction/Modeling • How I will deliver the information so that students are engaged? • How will I describe the strategy, provide purpose, model it and or provide examples? • How will I introduce and engage students in the text? Guided Practice • How I will provide opportunities for students to practice in the classroom so I know they understand? • How will I make sure they are *"getting it" during* the lesson?	1. Instructor will use think aloud, such as "What do I know about a fact?"…Give examples of facts I know. Ask students what kind of pizza they like. 2. Instructor will talk about feelings relating to opinions, how they have emotions. 3. Instructor will introduce vocabulary words. 4. Instructor will ask students to be thinking about facts and opinions as they read passages. 5. Students will look for words that show emotion in passages. 6. Students will read silently then aloud. 7. Students will construct a fact/opinion graphic organizer from pizza passage. 8. Students will participate in the strategy summary ball, which will consist of facts and opinions from the pizza passage. 9. Instructor will stop periodically and ask questions about fact/opinion. 10. Instructor will assess by matching words and definitions, observation with summary ball, and 80% accuracy in matching sentence strips with fact/opinion.

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	Independent Practice • How I will help students extend what they learned so they can do it without my help?	1. Students will locate articles containing fact, opinion, and misinformation. 2. List websites to go to: http://www.st.cr.k12.ia.us, http://worsleyschool.net/social.net/socialarts/factopinon/html. http://superteacherworksheets.com http://ethemes.missouri.edu 3. Students will recognize key words in order to distinguish fact from opinion. 4. Students will read passages listing facts and opinions.
Post-teaching	• How I will check for understanding? • How I will bring closure & provide opportunities for reflection?	1. Observe student participation. 2. Instructor will review fact/opinion, vocabulary words and ask students if it is now be easier to recognize fact and opinion.
Text and Materials • Authentic • Based on students interests and goals		1. Contemporary's Foundation in Reading 2. Steck Vaughn Facts 3. Newspaper articles from Appalachian News-Express 4. Contemporary's Achieving TABE Success in Reading
How learning can be extended at home?		1. Students will be able to recognize key words when reading newspapers, magazines, and the internet in order to distinguish between fact and opinion.

Key vocabulary	1. Fact- something that can be proven to be true or not 2. Opinion- something that someone believes but isn't necessarily true for everyone 3. Verify- to examine something to make sure it is true or not 4. Media- different ways people communicate with others, such as newspapers, television, radio, and internet 5. Misinformation- information that is not a fact but appears to be a fact; sometimes done on purpose
Use of technology (if appropriate)	